

R E P O R T R E S U M E S

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ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS
HIGH SCHOOL.

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NEVADA WESTERN STATES SMALL SCHOOLS PROJ.

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SMALL SCHOOLS PROJECT

THIS REPORT IS A DOCUMENTATION OF AN INDIVIDUALIZED
ENGLISH PROGRAM AT WELLS, NEVADA, DURING THE SCHOOL YEARS
1963-64 AND 1964-65. THE PROCEDURE, THE METHODS, THE
OBJECTIVES, THE LESSON ASSIGNMENTS, SAMPLES OF STUDENTS WORK,
STUDENT AND PARENT EVALUATION OF THE PROGRAM, AND CONCLUSIONS
ARE PRESENTED IN DETAIL. A BIBLIOGRAPHY OF INSTRUCTIONAL
MATERIALS IS INCLUDED. (JH)

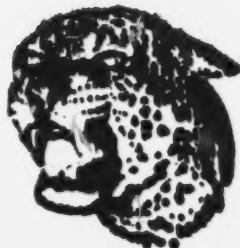


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ENGLISH IN DEPTH

A Promising Practice
Developed by the Wells High School



WELLS, NEVADA
1965

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ENGLISH IN DEPTH
A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL
WELLS, NEVADA

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INTRODUCTION

In June of 1963, under the auspices of the Western States Small Schools Project, Charles Borden, English teacher at Wells High School, and Robert Lloyd, English-Library Consultant, Nevada State Department of Education, developed an English levels program to be instituted in Wells that fall. It was thought that such a program would allow students to progress at their own speed, not holding them back unnecessarily. In addition, it was thought that the teacher would eventually have more time for those students who needed additional help.

The course of study listed assignments for eight continuing levels in grades nine through twelve. A group of six above average tenth graders was selected on the basis of past performance. The students were allowed to move through the assignments at their own rate of speed (beginning with level three). The teacher spent relatively little time with these students in terms of formal lectures. The majority of the student-teacher meetings concerned individual problems which arose as the students progressed through the study guide. Their assignments were exactly the same as those in the formal class or control group. It was hoped that these six students, or experimental group, would progress at a rate more rapid than that of their classmates who were involved in the formal classroom situation.

At the end of the school year the experimental group had completed levels three and four, the same as the control group, thus defeating the premise that students would forge ahead if given the opportunity. Standardized tests administered in the spring of 1964 showed that the experimental group had neither gone up nor down on the percentile scale

since the previous spring. In summary, they had progressed, but not as far as was hoped.

From the initial experiment, it was assumed that the work was too repetitive and did not offer enough challenge. In addition, it was a simple matter for the experimental group to equate their progress with that of the control group and consequently govern their efforts accordingly. The instructor felt that this was the result of a desire on the part of the experimental group to remain homogenous and partly that these students did not feel that they were progressing.

As a direct result of this experiment, a continuous progress study outline was drawn up for levels one, two, and three. A major effort was made in terms of selecting materials and structuring the course so that students would find the material challenging and yet not be able to equate their progress with that of the control group. This experiment was begun in the fall of 1964. Five ninth grade boys were selected on the basis of outstanding past classroom performance and achievement in terms of standardized tests. The emphasis for selection was placed on past class performance.

Prior to the beginning of the fall semester, the consultant, principal, and teacher held a conference with the parents and students wherein methods and objectives of the course were discussed. This was felt to be an extremely important step since there is a considerable difference between this program and the traditional approach. Poor parental attitude could have damaged the project considerably.

During the course of the experiment, the students worked in the rear of the regular freshman English classroom when it was in session, except when they were involved in group discussions, or were utilizing audio-visual aids that would have disrupted normal class routine. At these times they

adjourned to a separate room where they carried out these activities with a limited amount of supervision. Again, little time was devoted to formal lectures, although a period of twenty minutes was set aside at the close of each meeting for individual consultation, provided the student requested it. (It should be noted, at this point, that the boys were working under some type of teacher supervision at all times.)

Lesson assignments were specially designed to cover the same basic material used with the control group of regular freshmen as well as to provide enrichment and depth. Spelling tests, vocabulary tests, and grammar finals were taken with the freshman control group.

LESSON ASSIGNMENTS

Assignment Number 1 - Study chapter 19 in your grammar textbook, "Appearance of Written Work." Complete the test on page 256, and do practice 1 and practice 2.

Assignment Number 2 - View the filmstrip, "Why Study Grammar?" View the filmstrip a second time with a classmate. List as many reasons as you can find for studying grammar. Discuss the reasons. (Include these in your notebook.) Write a short paper entitled "Why Study Grammar?" Use what you have learned from your study of the filmstrip as background material for the paper. Use the standard style for theme writing which has been outlined by your teacher. Proofread your paper carefully before handing it in. Strive for perfection! After your paper has been checked for errors, write it again making the proper corrections. Keep a complete file of all of your written work.

Assignment Number 3 - (textbook) Complete Diagnostic Test 2A - Subject and Verb, pages 257 - 258. Review the rest of chapter 20, Subjects and Verbs of Simple Sentences. Take Mastery Test 2B, Subject and Verb (page 273).

The filmstrips to be used with the following assignments contain all a person needs to know for a good mastery of grammar and usage. Study them carefully!

Assignment Number 4 - Study the filmstrip on nouns (Number 8225). Complete all of the activities mentioned in the filmstrip. Review as much as necessary. Use the related material in your textbook for practice and reference.

Assignments 5-9 - Finish viewing the remainder of the Parts of Speech filmstrip series. Complete the activities. Check your work with your teacher. Remember to keep a record of all of your written work in your notebook!

The first nine assignments may take as long as three or four weeks to complete. Work as rapidly as possible, but keep in mind that mastery of the material covered is the main objective. Study carefully. Prepare for a test over the first nine assignments.

Assignment Number 10 - Test over assignments 1-9.

Assignment Number 11 - Read chapters I, XI, and XXVII - XXIX in Bulfinch's Mythology: The Age of Fable. Make a chart listing and telling about the Roman Gods and Goddesses and their Greek counterparts.

Assignment Number 12 - Read from your literature textbook Rustem, Cupid and Psyche, The Tale of Troy, and How Odysseus Visited the Cyclops. Discuss the questions at the end of each selection with the rest of the group. View the filmstrips, Iliad and Odyssey. Play the recordings as you view the filmstrips. Each student in the group should read one

additional selection from Bulfinch's Mythology and tell the rest of the group about it.

After finding out as much as you can about Homer, write a short paper on the significance of his work as it relates to the study of literature today.

Assignments 13-20 - View all of the eight (8) filmstrips in the series Understanding the Sentence 9261 - 9268. Do all of the exercises included in the filmstrips. Have your teacher refer you to practice work in your grammar textbook.

Assignment Number 21 - Complete Chapter 3, Winning Words, in your grammar text. Take all of the tests and complete all of the exercises.

Assignments 22-24 - Read Romeo and Juliet. Listen to the recording; view the filmstrip; answer the questions in the study guide, and discuss the play with the rest of the group. Review by studying the summary of the play.

When you have completed the study of Romeo and Juliet take a review test over the first 24 assignments. Find the answers to all of the test questions you miss. If your test grade is below 90% take the test over. Keep in mind that a test is a learning device. Use it for that purpose.

Assignment Number 25 - Review Test over the first 24 assignments.

Assignments 26-29 - View the filmstrip series STEPS IN BUILDING A PARAGRAPH. Mastery of this series is most important. Do everything which the filmstrips suggest. (This unit is not to be challenged or skipped.) A "well polished" paragraph will be the result of these assignments.

Assignment Number 30 - This will entail a review, or analysis, of each of the paragraphs submitted. All will participate in the analysis.

Assignment Number 31 - Read The Rime of The Ancient Mariner. Answer 10 of 14 discussion questions at the end of the selection. Memorize the famous passages from this poem. (Consult the teacher.) Think about the poem. In a paragraph (using the steps in assignments 26-29) give your reaction to the poem. (How do you feel about the poem?)

Assignment Number 32 - Listen to the recording "Dicken's Duets".

Assignment Number 33 - Read Charles Dickens' Great Expectations. Use the reading and discussion guide to help with your study. The teacher will designate certain activities from the guide for you to do.

Read at least two more novels of Expectation. Suggestions are included in the study guide.

Assignment Number 34 - Read The Light in The Forest. Your teacher will assign specific questions from the study guide.

You will be expected to complete designated literature assignments with the regular class.

This completes the equivalent of the Ninth Grade work.

Assignment Number 35 - View the filmstrip "Julius Caesar" and listen to the recording of the play.

Assignment Number 36 - Read the introductory material, and the play from the text. Do those written assignments which Mr. Borden assigns from the text.

Assignment Number 37.- After a thorough discussion of the play (among yourselves and with Mr. Borden), write a short paper evaluating the personality characteristics of one of the main characters in the play. Point out the character's strengths and weaknesses, and mention factors which caused him to act in certain ways. This paper could be called a "character analysis". Try to be original in your thinking.

Assignment Number 38 - Review the filmstrip series "Building the Paragraph". Review sections from the sophomore text, on the paragraph, which Mr. Borden assigns.

Assignment Number 39 - You will be expected to submit four paragraphs which are samples of your very best writing. These are to be checked and double-checked for errors. The topics will be assigned by Mr. Borden and the consultant. They will be based upon what you have read and discussed in class.

Assignment Number 40 - Final examination.

REVIEW FOR ASSIGNMENT NUMBER 25

1. Study all of the spelling words which you have had on previous tests.
2. Review all of the materials which you have studied that deal with grammar. You will be allowed one hour to write as much as you can about the sentence and its structure. (In other words, be able to write all you can remember about grammar.)
3. Be able to summarize Romeo and Juliet. The summary should be an example of your very best writing.
4. Be able to summarize the Iliad and the Odyssey. Be prepared to write a brief biographical statement about Homer.
5. You will be given a standardized usage test covering the first nine assignments.
6. Be able to identify the following by using at least one complete statement for each identification.

Jupiter
Saturn
Neptune
Juno
Venus

Cupid
Bacchus
Aphrodite
Cronos
Poseidon

Zeus
Mars
Eros
Artemis
Minerva

ASSIGNMENT NUMBER 25 (Test Instructions to Teacher)

1. Give 50 or 100 spelling words from previous tests.
2. Give the students one hour to write all they can remember from their study of grammar.
3. Ask for a summary of Romeo and Juliet.
4. Ask for a summary of the Iliad or the Odyssey. Each student is to write a brief biographical statement about Homer.
5. Give the final test for English 2600.
6. Have the students identify the following by using at least one complete statement for each identification:

Jupiter
Neptune
Juno
Aphrodite
Cupid

Bacchus
Artemis
Zeus
Mars
Poseidon

ASSIGNMENT NUMBER 40
(Examination)

GREAT EXPECTATIONS

1. The phrase "great expectations" had one meaning at the beginning of the novel and perhaps another at the close. What, really, are the great expectations all of us share and value as Pip learned to do?
2. Choose any one of the following topics and write a short composition. (Use specific examples from Great Expectations to emphasize your ideas.)

You Can't Run Away From Your Problems

Today and Yesterday: Contrasting the Lives of
Children in the Nineteenth and the Twentieth
Centuries

What is True Friendship?

Growing Up is Never Too Easy

JULIUS CAESAR

1. Write two of the more famous quotations from the play.
2. Write a short paper evaluating the personality characteristics of one of the main character's strengths and weaknesses, and mention factors which caused him to act in certain ways. This paper could be called a "character analysis." Try to be original in your thinking.

THE LIGHT IN THE FOREST

1. Do you think the title of the novel is a good one? Tell how it suggests the action and adventure or the ideas in the story, or both.
2. Answer any one of the following:
 - A. How are the wonders and glory of nature represented in the story?
 - B. What stands for the adult world with its restrictions and responsibilities?
 - C. What indications are there that "shades of the prison-house" are beginning to close upon True Son?

SAMPLES OF STUDENT WORK

There is a sample of each student's work in the following pages.

The typing follows the original manuscripts submitted by the students. Errors in spelling and structure are apparent.

These samples were chosen at random and do not always represent the very best work which was submitted by the students.

WHAT I KNOW ABOUT GRAMMAR

I divided what I know about grammar into three major parts. (1) Parts of a Sentence (2) Sentence Types (3) Sentence Usage. There are basically six different kinds of words which can make up a sentence. Then these words break up into different parts depending where and how they are used in the sentence. The six basic types are nouns, pronouns, verbs, adverbs, adjectives, and Prepositions. The noun is a person, place or thing. For example: The red ball is here. Ball is a thing, therefore it is a noun. The verb is a word which can ask a question, give a statement or give a command. For example: You go home. Go is a word which is giving you a command, therefore it is a verb.

The adverb is a word which can modify verbs, adjectives or other adverbs. For example: The cloth was woven beautifully. Beautifully is a word which modifies woven, by telling how it was woven. Woven is a verb. Beautifully, which modifies it, is an adverb. An adjective is a word which can modify a noun or pronoun. For example: The red ball is here. Red is a word which tells something about the ball. Ball is a noun, so red, which modifies it, is an adjective.

The preposition is a word that shows the relationship between the noun or pronoun following it to another word in the sentence. For example: The color of the book was red. Of is the preposition. It shows the relationship between book which is the noun following red. The noun or pronoun following the preposition is called the objective of the preposition. Therefore book would be the object of the preposition of.

The main parts of speech are broken down into other words which we consider parts of a sentence. The noun is broken down into the direct object, indirect object and predicate nominative. The verb is broken down into words which we call verbals. They are the gerund, the participle and the infinitive. The direct object is a word which answers the question who or what after the verb and receives the action of the verb. For example: She gave me a present. Present is the direct object because it answers the question what after the verb and receives the action of gave.

The indirect object is a word which answers the question to whom or for whom something is done after the verb. For example: He gave me a present. Me is the indirect object because it answers the question to whom something is done after the verb. The predicate nominative is a word which completes the meaning of the verb and renames the subject. For example: I am an author. Author is a predicate nominative because it completes the meaning of the verb and renames it. The predicate adjective is a word which completes the meaning of the verb and modifies the subject. For example: The apple is red. Red is a predicate adjective because it completes the meaning of the verb and modifies apple.

The gerund is the ing form of a verb which is used as a noun. For example: Dancing is fun. Dancing is a gerund because it is the ing form of the Verb dance and is used as the subject of the sentence. The participle is a verb form which is used as an adjective. For example: Jumping merrily,

he fell down. Jumping is the participle which modifies he. The infinitive is the present tense form of the verb plus the preposition to. For example: To cease you have to stop. Cease is an infinitive because it is the present tense form of the verb plus the preposition to.

The sentence is divided into two major parts. They are the subject and the predicate. The subject is the doer of the action, and the predicate is the action the subject is doing.

There are three major kinds of sentence types. They are the simple, compound, and complex sentences. The simple sentence is a sentence which contains one independent clause. An independent clause is a clause which can stand alone and make sense. A dependent clause is a clause which can't stand alone and make sense. The simple sentence consists of a subject and a predicate. Either subject or predicate or both can be compound and it will still be simple. The simple sentence is punctuated with a capital letter at the beginning of the sentence with a period or other mark of punctuation after it.

The compound sentence is a sentence which consists of two or more independent clauses, with which the clauses are connected by a coordinate conjunction. Examples of coordinate clauses are: and, but, or and nor. The compound sentence is punctuated with a comma before the coordinate conjunction or a semi-colon between the clauses. The complex sentence is a sentence which consists of one or more independent clauses and a dependent clause. The dependent clause depends on the independent clause to make sense. There are two ways in which a clause can be made dependent. They are by the subordinate conjunction and the relative pronoun. If it is made subordinate by a subordinate conjunction it is said to be an adverbial clause. If it is made subordinate by a relative pronoun, such as who, it is said to be an adjectival clause. An introductory adverbial clause is punctuated with a comma following the dependent clause. An adjectival clause is punctuated with a comma on both sides of the dependent clause. The noun clause is a group of words used as a noun.

Example: Simple sentence: The boy is home.

Example: Compound sentence: I am gone, but he waits for me.

Example: Complex sentence: (adverbial). I am home, because he isn't.
(adjectival) Columbus, who sailed the Santa Maria, is dead.

The third part I am going to write about is sentence usage. There are six different verb tenses and each one is used in a different case. They are past, present, future, present perfect, past perfect and future perfect.

Pronoun usage is also important in grammar. There are three different cases in which pronouns are used. They are nominative, objective, and possessive. Nominative case is used when one wants the pronoun to be a subject or a predicate nominative. The objective case is used when one wants the pronoun to be a direct object or an indirect object. The possessive case is used when one wants the pronoun to show ownership.

GODS AND GODDESSES

Jupiter - Jupiter is the father of all Gods and men.

Neptune - Neptune is the god of the sea. A symbol of Neptune is the three pronged fork he carries.

Juno - Juno is the wife of Jupiter and Queen of the gods.

Aphrodite - Aphrodite, whose other name is Venus, is the Goddess of love and beauty.

Cupid - Cupid is the god of love. Venus is Cupid's mother.

Bacchus - Bacchus is the god of wine.

Artemis - Artemis is the goddess of the moon. She is Huntsman-in-chief to the gods.

Zeus - Zeus is another name for Jupiter, the father of gods and men.

Mars - Mars is the god of war.

Poseidon - Poseidon is another name for Neptune, god of the sea.

JULIUS CAESAR

Cowards die many times before their deaths;
the valiant never taste of death but once.
Of all the wonders that I yet have heard,
it seems to me most strange that men should fear,
seeing that death, a necessary end,
will come when it will come.

ROMEO AND JULIET

Long ago in Italy in the town of Verona lived two famous rival families, the Montagues and the Capulets.

Romeo, son of old Montague, thought himself in love with a haughty young girl named Rosaline. Romeo and two of his friends, Mercutio and Benvolio, decided to gate crash a Capulet feast which Rosaline would attend. At the feast Romeo forgot about Rosaline when he first saw Juliet. Juliet, who was old Capulet's daughter didn't know that Romeo was a Montague when she left with him. Romeo was nearly forced into a fight by Tybalt who was a relative of Lady Capulet. Tybalt was angered by a Montague's attending the Capulet festivities. Old Capulet separated them with the wisdom that comes with age. After a short time alone with Romeo, Juliet was taken away by her trustworthy nurse.

Later that night Romeo returned to the Capulet's orchard where he heard Juliet confessing her love for him. He scaled the wall, and the two lovers exchanged vows of love late into the night. They agreed to be married the next day. Romeo arranged the marriage with Friar Lawrence. Friar Lawrence thought a marriage between the two families would resolve some of their differences. Juliet's nurse carried the news to Juliet about the time of the marriage which was set for the next morning.

Early the next morning they were married by Friar Lawrence. When Romeo was returning from the ceremony he saw Mercutio and Benvolio arguing with Tybalt, who still held a grudge about the night before. Romeo, knowing that Juliet was fond of Tybalt, tried to settle the argument with a soft word, but the more he talked the worse it got. When Tybalt called Romeo a villian, Mercutio drew his sword. Almost immediately a battle was raging and Mercutio was mortally wounded.

When Mercutio was dead, Romeo lost all mental balance. He quickly drew his sword and killed Tybalt. For his part in the crime, Romeo was banished from Verono. Romeo, feeling terrible, went to Friar Lawrence for help. Friar Lawrence told him to go to his wife and tell her that they would soon elope.

Old Capulet thought that if Juliet got married, her grief of Tybalt's death would be lessened. He arranged for her to be married on a Thursday to young County Paris. Juliet was afraid that if she told him she was married, he would disown her. Juliet went to the Friar for help. He gave her a solution which would make her appear dead for forty-eight hours. They would take her to the family monument, and when she woke up, Romeo would be waiting for her. She returned home and went about in a docile manner. Old Capulet was so happy about her taking it as it came that he moved it up to Wednesday. It order to appear dead for the wedding she had to take the solution on Tuesday night. Friar Lawrence, not knowing about the step-up in the schedule, didn't send his messengers to Romeo until after she was found, presumably dead. Romeo's servant carried the news of Juliet's death before the Friar's messengers could tell him about the plan. Romeo got a small flask of strong poison and went to the Capulet home. When he got there he saw Paris whom he killed and dragged near to Juliet. When he entered the tomb he saw Juliet, who appeared dead except for her rosy color. Romeo took the poison,

kissed Juliet, and died. Shortly afterwards Juliet awoke and found her lover dead. She removed his knife and stabbed herself. When the Friar arrived at the scene he figured out what had gone wrong. After these deaths the Montagues and Capulets resolved their foolish differences.

ROMEO AND JULIET

Romeo and Juliet is a drama written by William Shakespeare. It took place in the Fifteenth Century. The town in which it took place was Verona, Italy. The main characters are Romeo, who was the son of Montague; Juliet, who was the daughter of Capulet; Friar Lawrence, who is a Franciscan; Mercutio, who is Romeo's friend, and Tybalt, who is Capulet's nephew.

Long ago there were two families called the Capulets and the Montagues. These families were having a feud.

Romeo thought he was in love with Rosaline, a girl who did not return his affection. Romeo learned that Rosaline was to attend a feast at the Capulet's house. Romeo and Mercutio put on their masks and went in as guests. The moment Romeo got into the house he sighted Juliet. In asking what her name was he aroused Tybalt who had a very hot temper. Tybalt pulled his sword on Romeo, but the aged Capulet said there should be no bloodshed at the feast. But still Tybalt held a grudge on Romeo.

Later Romeo learned that Juliet was a Capulet. He said he would never let her go. Also Juliet learned that Romeo was a Montague.

That night after the feast, Romeo could not sleep so he stole his way to the orchard wall beneath Juliet's balcony. To Romeo's surprise Juliet, who thought she was alone, was wishing aloud that Romeo was not a Montague. Romeo could not be quiet and he spoke to Juliet. They made vows of love for a while. Then Juliet said she would send a message to Romeo by the next day. Romeo went to Friar Lawrence's cell and told him of his plan. Friar Lawrence told Romeo he would marry them because it might end the family feud. Romeo and Juliet made the arrangements and were married the next day.

That day Mercutio and Benvolio were loitering in the streets when Tybalt and a few of the Capulet clan came by. Tybalt accused Mercutio of having friendship with Romeo. Mercutio, who was proud of his friendship with Romeo, started to argue. Romeo came along and tried to settle the argument peaceably, because he knew Juliet was fond of Tybalt and he didn't want to get in trouble with Juliet's family. Tybalt then called Romeo a villain. Mercutio drew his sword and started to fight with Tybalt. Tybalt, the better swordsman, killed Mercutio. Romeo who was angered at the death of his friend, killed Tybalt. For this, Romeo was banished from Verona.

Romeo then went to the cell of Friar Lawrence and asked him what to do. The Friar said he was to go tell Juliet and then flee to Mantua, until he was safe to publish the news of the wedding.

That day old Capulet decided that Juliet should be married to Paris. Juliet tried to stall her father, but it didn't work. Finally she went to the Friar and asked him what to do. The Friar gave Juliet a sleeping potion which was to make her look dead for a certain time. Then the Friar was to write to Romeo and tell him of the idea. Then Romeo would come to Verona and they would flee to Mantua together. The day before her wedding to Paris, she drank the potion. She looked lifeless. Her family put her in an open tomb. Friar Lawrence then wrote to Romeo to tell him what to do. The letter failed to reach Romeo before he learned of her death. Romeo took some poison with him, and was determined to die by her side.

That night he stole his way to Juliet's tomb. There was Paris. He was weeping over his bride. Paris, who thought Romeo a grave robber, drew his sword. Romeo who thought Paris a hated Capulet, drew his sword. They started to fight and Romeo killed Paris. Romeo seeing that it was Paris, dragged him over to the tomb. He did this because he knew Paris loved Juliet also, and he wanted him by her at his death. Romeo kissed Juliet and then drank the poison. A few minutes later he died. Juliet, who was just waking up, asked for her husband. Seeing him lying beside her dead with an empty cup of poison, she tried to kiss some of the poison from his lips so she could die beside him. Failing to do this she unsheathed Romeo's dagger from his side and plunged it into her breast. Later a guard found them dead and spread the news. When the families of the Capulets and the Montagues came, they decided to end the feud because of the romance of Romeo and Juliet.

4 - H

4 - H is a very good program for young Americans. It teaches many things to us. Most of these things will be very helpful later on in life. The program teaches leadership, agriculture, economics and public speaking.

Some of the projects in 4 - H are horsemanship, cooking, sewing, canning, soil and water, range management, forestry, leadership and livestock.

The 4 - H program is set up on a county, state and national scale. There is a National 4 - H Congress held each year in Chicago, Illinois. All winners of various projects in the state are flown back to Chicago on jet air liners. The 4 - H motto is to make the best better.

WHAT NEXT IN TRAVEL?

The means of travel have greatly changed since America's birth. The ways of travel in the 1700's were mostly by horse or horse and buggy. Later the stagecoach came into use. This way many people could travel without having to have their own horse or buggy.

The steam engine was invented and trains came into existence. This was a great help in faster travel. Cars were invented and put into production. At first they weren't very well accepted, but now almost every family owns one.

The Wright Brothers made a great contribution to travel when they made the first airplane flight. Man has made many improvements on the airplane. The rocket, invented by George Goddard, has taken many men into space. What changes are to come?

HOMER

It is generally accepted that the man who wrote the Greek epics, the Iliad and the Odyssey, was Homer. Homer lived about two thousand years ago in eight hundred B.C. He was a lonely old man who wandered through the country playing his lyre and reciting his poems. Because of the quality of his writings, Homer's style is copied even today. His works have been translated to allow the uneducated reader to understand them.

HOMER

No poet has ever surpassed the unknown author or authors who wrote the famous Greek epics, the Iliad and the Odyssey. The Greek war with Troy forms the foundation for his poems. The Iliad tells the story of the many adventures of Odysseus on his voyage home. Even though the poems contain a very small portion of historical facts, scholars owe a great debt to them for the information dealing with the early life in the lands about the Aegean Sea.

Homer lived about 50 B.C. He was pictured as a blind old man rambling from place to place reciting his poems. Many scholars of that time believed that many of his epics could not have been written by a single human mind, but that they were written by minds of many handed down from one generation to another.

Many people enjoy his tales through the original or translated writing of Greek Mythology. They are thrilled by the stirring battles in his marvelous stories.

THE ILIAD

The Iliad took place in the tenth year of the Greek seige upon that city of Troy. For full enjoyment of this story one must accept the fact that the Gods enter into the story as much as the mortals. The main Greek characters were Achilles, Patroclos and the Greek leader, Agamemnon. The main Trojans were Hector and Paris, sons of the king and the Trojan leader King Priam.

Agamemnon seized a young slave girl from Achilles. After Agamemnon did this, Achilles vowed not to fight on his side. The next day the Greeks advanced toward the city without Achilles and his men. Paris, who led the Trojans that day proposed a fight between himself and Menelaus to settle the war. Menelaus quickly won, and the war was considered over. It would have been over, but the Trojan shot an arrow at Menelaus. This started the war over again. Zeus, King of Gods, ordered all Gods out of the war and vowed that the Trojans would win the next day's clash. As Zeus would have it, the next day proved victorious for the Trojans.

The next day the Trojans again slaughtered the Greeks. Though Patroclos pleaded, Achilles would not re-enter the war. When Achilles refused a second time, Patroclos asked if he could wear his armor. When the Greeks saw Achilles' armor in the battle, they fought much harder. Hector killed Patroclos and captured his armor. Vulcan made Achilles new armor, and Achilles rushed to recapture his armor. Hector, knowing the Gods weren't on his side, ran from Achilles, but was soon caught and slain. Achilles dragged Hector's body to the Greek camp behind his chariot. King Priam persuaded Agamemnon to return his son's body. Both sides agreed to a twelve day truce in which the dead were buried.

GREAT EXPECTATIONS

The hardest part of growing up for Pip was the decisions he made on his own and the consequences of the wrong decisions. One example of this was when Pip was in the marshes with the convict. Pip was told that his heart would be torn out if he didn't obey the convicts orders to bring him food. Pip had been taught not to steal, but he was afraid of the convict's threat and took the food.

Another example of this was when he went to Miss Havisham's house and saw all of the preparations for a wedding which should have taken place twenty years ago. He feared that his sister and Joe would form an impression that she was insane and dangerous. For this reason he told large stories or lies about the things she had to cover up for the unbelievable appearance of the house. In spite of his efforts his sister found out and scolded him for his fantastic lies.

GREAT EXPECTATIONS

In the novel Great Expectations, by Charles Dickens, Pip, the main character of the novel had one main expectation. This is brought out in the first part of the book. This expectation, I believe, was to become a gentleman. After being teased by Estella about how coarse his hands were and how thick his boots were, this expectation became a greater longing to him. Such, I believe, is the way with most people who are growing up today.

The young people of today hold becoming rich and refined more important than many things of this life. There are many people who drop out of school because they think they have found what they want. Soon, however, they realize the mistake which they have made, thinking it was their expectation which they have been waiting for.

Another expectation of Pip's came when he became a gentleman. He then wanted to return to the life he once had. Such is the way with people of today. After they have made their mistake, they want to try and start all over again.

WHAT IS TRUE FRIENDSHIP?

I think there was a strong and true friendship between Pip and Joe. A slight example of this is in the way Joe and Pip stuck together when Pip's sister was made at one of them. A very fine example of true friendship shows up later in the book. When Pip was growing up in London, Joe came to see him. Pip treated Joe very snobishly, and he almost acted as if he were ashamed of him. Pip's friend, Herbert Pocket, helped to make Joe comfortable in those London surroundings.

Pip didn't see Joe much after that, but he did realize what he had done to him. He was afraid that Joe might never forgive him for what he had done to him. Shortly after that Pip fell ill and was alone in his London home on the Thames River. When Pip awoke one morning, he found Joe at his side ready to help him. Joe stayed until Pip was feeling well, but before he left he paid all of Pip's debts for him. Even though Pip had treated him very poorly, Joe was willing and ready to help Pip any time he could. I am very sure that Joe was most sincere in his friendship with Pip.

Another example of true friendship is between Herbert Pocket and Pip. Many times in the story Herbert helped and sacrificed for Pip. Toward the end of the book Herbert did a great deal for Pip by helping him get Magwitch out of London. In return for all the things Herbert did for Pip, he set up a business for Herbert in case Pip's expectations should fail.

I think that friendship has much to do with the world today. To be a true friend, one must sacrifice and help someone else as much as possible, but without thought of pay.

WHAT IS TRUE FRIENDSHIP?

Just what is true friendship? This is a question that may receive many different answers. To me there is only one answer to this question. True friendship, in my point of view, is having a friend that will never desert you, a friend who will be your friend not only when you are poor just as well rich but all of the time, even when other "friends" desert you.

In the novel Great Expectations, Pip found such a friend. This person was Magewitch, a convict. Pip was in the graveyard looking at the tombstones of his family, when Magewitch, giving him many child frightening threats, told him to send him some food. Magewitch never forgot this. Later working as a sheepherder in a prison colony, he sent Pip some of the money that he earned. This money greatly helped Pip become a gentleman, fulfilling his expectation. This, I believe, is one of the best examples of friendship shown in the book.

THE LIGHT IN THE FOREST

I think the title, The Light in the Forest, is very appropriate for this novel. In my opinion the title has two very good meanings, one being the light standing for True Son's memory of the forest and his former Indian life. In his childhood True Son lived in the open forest; he fished and hunted with his Indian brothers. When he was taken back to the whites he felt as if he were in a prison; as he became an adult he would look back at his childhood memories and wish he were still there with his Indian father.

The second meaning of the title includes True Son as being the "light". When True Son is taken back to the whites, he shows them how the Indian people live and associate with one another. He also shows them the truthfulness and the character of the Indian. When True Son returns to his village he then teaches them the ways of the white man thus giving the two peoples a better understanding of each other. While doing this, the author also gives the reader a better understanding of both the groups of people and how their wants and opinions differ.

THE LIGHT IN THE FOREST

I believe that the title is a good one.

The title suggests one main idea, and that is the light in the forest. The Indian civilization which True Son has learned to love, calling him back to the forest and the people that he loved so much.

How are the wonders and glory of nature represented in the story?

The words in the story were very descriptive when used to draw a mental picture of the country. The illustrations used in the story were very helpful also.

I think that nature was represented in literary pictures painted by the author and memories recalled by True Son. The author would build a picture in his mind and then put it on paper. Another way that it was described was when True Son recalled his memories of the forest and made them sound beautiful. It was also represented as the beautiful home of the Indians which was being destroyed by the Whites. From this it would seem that the author is also trying to arouse the conservative nature in the reader.

SPECIAL ENGLISH CLASS

Wells, Nevada

Student Evaluation

1. Do you feel that you were able to learn as much in the special class as you might have learned in the regular freshman English class?

I think I learned more in the special class in two six week periods than I would in one full year in the regular class.

2. What do you feel are the advantages (if any) of being able to work in a special class situation such as this?

A person is able to work at the speed he is able to. Also he can discuss the problems with his classmates. This makes one understand things better.

3. Do you wish to continue working in the special English class for another year?

Yes

4. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

Yes, I think we should have more class periods in our special English class. This year we had three class periods and we had to use one of them for vocabulary. This made us slow down quite a bit. If we had more class periods it would enable us to speed up and get more done.

5. General comments: I think it was a good class. I learned much material in the time we had it. It was fun taking it and I think it should be continued in the future.

SPECIAL ENGLISH CLASS

Wells, Nevada

Student Evaluation

1. Do you feel that you were able to learn as much in the special class as you might have learned in the regular freshman English class?

Yes, I think we learned at least as much and probably more.

2. What do you feel are the advantages (if any) of being able to work in a special class situation such as this?

I think that the main advantage in this class is that those of us who
do understand basic grammar are able to go ahead and work in literature.

(Shakespeare is very interesting.)

3. Do you wish to continue working in the special English class for another year?

I would just as soon go clear through to college English with it.

4. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

I think it could be improved in two ways as far as I can see. One is
if we had four or five meetings a week instead of three. On Monday we
take the vocabulary test with the rest of the class and then we only
have two class periods left in the week when we can use the extra
materials and have discussion. The other is if we could get in a class
where Mr. Borden didn't have almost all of his time taken up by the
others. He is a lot of help when we can all discuss the assignments.

5. General comments: I think it is a very good program for a small
school such as ours, and would like to continue with it to see how
it works.

SPECIAL ENGLISH CLASS

Wells, Nevada

Student Evaluation

1. Do you feel that you were able to learn as much in the special class as you might have learned in the regular freshman English class?

Yes, I think we have learned more than we would have otherwise.

2. What do you feel are the advantages (if any) of being able to work in a special class situation such as this?

I think I am at an advantage by being able to work ahead of the other class. I will also be ahead in English at the end of our high school education.

3. Do you wish to continue working in the special English class for another year?

Yes

4. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

I think that we would do much better if we were able to have more class periods a week plus more time with Mr. Borden.

5. General comments:

SPECIAL ENGLISH CLASS

Wells, Nevada

Parent Evaluation

1. Do you feel that your son has gained as much from his special English class this year as he has from the traditional courses he has taken in past years?

Yes

2. How would you rate your son's attitude toward the class as compared with his attitude toward the traditional approach?

Excellent	X
Good	
Fair	
Poor	
Indifferent	

3. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

I feel that this is a pretty good class, but the students should have more work.

4. Do you feel that he gained more from this program than he would have from the traditional program?

Yes. My son seemed to like the advanced literature very much.

5. Would you like to have him continue with this program? Yes

6. General comments: I would not want my son to slight his basic English in any way or form.

SPECIAL ENGLISH CLASS

Wells, Nevada

Parent Evaluation

1. Do you feel that your son has gained as much from his special English class this year as he has from the traditional courses he has taken in past years?

Yes

2. How would you rate your son's attitude toward the class as compared with his attitude toward the traditional approach?

Excellent
Good
Fair
Poor
Indifferent

X

3. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

None

4. Do you feel that he gained more from this program than he would have from the traditional program?

Yes

5. Would you like to have him continue with this program? Yes

6. General comments: Monotony is reduced in the new method.

Results are excellent.

SPECIAL ENGLISH CLASS

Wells, Nevada

Parent Evaluation

1. Do you feel that your son has gained as much from his special English class this year as he has from the traditional courses he has taken in past years?

Yes

2. How would you rate your son's attitude toward the class as compared with his attitude toward the traditional approach?

Excellent	X
Good	
Fair	
Poor	
Indifferent	

3. Do you have any suggestions or criticisms which might help to improve the quality of this program? (Use the back of the sheet if necessary.)

4. Do you feel that he gained more from this program than he would have from the traditional program?

Yes

5. Would you like to have him continue with this program? Yes

6. General comments:

CONCLUSIONS

In concluding the first year of this experiment, both the consultant and the teacher were well satisfied with the progress made by the group. Only four of the students remained at the end of the year as one had transferred to Douglas County High School the latter part of the first semester. (The student who transferred was able to maintain a high level of performance in English even though he had to go back to a traditional program.) The four remaining students completed levels one, two, and three. These three levels were considered to be the equivalent of completion of the first semester of the sophomore year of a traditional program. The attitude of the students toward their work was excellent; at the close of the school year they were very much concerned as to whether the class would be continued. The only problem, if it is one, is that this group remained homogenous. That is, they did not move ahead as individuals but rather as a group. Whether this is really a problem or not remains to be seen. It would seem that as long as these people were fairly equal in terms of ability, a mutual aid situation might be highly desirable.

Plans call for continuing the program hoping that if these students continue at the same rate, they will be eligible for advanced placement courses by the time they enter grade twelve.

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